

ASSEMBLY BILL

No. 1373

Introduced by Assembly Member Fong

February 18, 2011

An act to add Article 3.7 (commencing with Section 32230) to Chapter 2 of Part 19 of Division 1 of Title 1 of the Education Code, relating to pupils.

LEGISLATIVE COUNSEL'S DIGEST

AB 1373, as introduced, Fong. Pupils: teen dating violence prevention.

Existing law requires a school district that provides instruction to pupils in grades 7 to 12, inclusive, to provide an adopted course of study to those pupils, as specified. Existing law requires the State Board of Education to adopt content standards in certain curriculum areas.

This bill would enact the Teen Dating Violence Prevention Education Act of 2011, which would authorize school districts to provide healthy relationships and teen dating violence prevention education programs to pupils in grades 7 to 12, inclusive, through curricular, extracurricular, and school climate improvement activities. The bill would authorize school districts to work in partnership with parents and caregivers and youth and community-based organizations to provide these education programs. The bill would require school districts that choose to provide healthy relationship and teen dating violence prevention education programs to use research-based materials that are appropriate for students of all races, genders, sexual orientations, gender identities, and ethnic and cultural backgrounds, and for students with disabilities. The bill would encourage school districts that choose to provide healthy

relationships and teen dating violence prevention education programs to provide pupils with specified opportunities.

Vote: majority. Appropriation: no. Fiscal committee: no.
State-mandated local program: no.

The people of the State of California do enact as follows:

1 SECTION 1. Article 3.7 (commencing with Section 32230) is
2 added to Chapter 2 of Part 19 of Division 1 of Title 1 of the
3 Education Code, to read:

4
5 Article 3.7. Teen Dating Violence Prevention Education Act
6 of 2011
7

8 32230. (a) This article shall be known and may be cited as the
9 Teen Dating Violence Prevention Education Act of 2011.

10 (b) A school district may provide healthy relationships and teen
11 dating violence prevention education programs to pupils in grades
12 7 to 12, inclusive, through curricular, extracurricular, and school
13 climate-improvement activities. School districts may work in
14 partnership with parents, caregivers, and youth and
15 community-based organizations to provide these education
16 programs.

17 32231. School districts are encouraged to do all of the
18 following:

19 (a) Integrate the promotion of healthy relationships and teen
20 dating violence prevention into curricular activities, including, but
21 not limited to, the instruction of pupils in health education, English,
22 social studies, history, and civics, through the use of
23 evidence-based or evidence-informed curriculum.

24 (b) Integrate the promotion of healthy relationships and teen
25 dating violence prevention into existing extracurricular activities,
26 which include, but are not limited to, athletics, arts, service-learning
27 opportunities, and after school programs, and school climate
28 improvement activities, which include, but are not limited to,
29 positive behavior intervention and supports, social emotional
30 learning, and student codes of conduct.

31 (c) Support youth leadership and youth-led efforts in
32 extracurricular and school improvement activities designed to
33 promote healthy relationships and teen dating violence prevention.

(d) Consult and collaborate with local domestic violence and sexual assault organizations and other appropriate community-based organizations and service providers to implement efforts to promote healthy relationships and teen dating violence prevention.

32232. School districts that choose to provide healthy relationships and teen dating violence prevention education programs pursuant to subdivision (b) of Section 32230 shall use research-based materials that are appropriate for students of all races, genders, sexual orientations, gender identities, and ethnic and cultural backgrounds, and for students with disabilities.

32233. School districts that choose to provide healthy relationship and teen dating violence prevention education programs pursuant to subdivision (b) of Section 32230 are encouraged to do both of the following:

(a) Provide pupils with opportunities to learn about all of the following:

(1) Factors that are associated with teen dating violence perpetration and victimization.

(2) Characteristics of healthy, unhealthy, and abusive relationships.

(3) Types and forms of abuse of power and control in abusive relationships.

(4) Early warning signs of unhealthy and abusive relationships.

(5) Information about legal rights and available school and community resources for legal, medical, mental health, and other services.

(b) Provide pupils with opportunities to develop healthy relationship skills, including, but not limited to, all of the following:

(1) Communication skills that involve learning to listen and express oneself effectively and to discuss and resolve conflicts with respect and nonviolence.

(2) Recognizing and setting boundaries that involve being able to identify an individual's comfort level with relationship issues and to navigate and negotiate those boundaries with a partner.

(3) Critical thinking to analyze the motivations for one's actions and the actions of others.

(4) Assertiveness to address and withstand peer pressure and pressure within a dating relationship.

(5) Responsible use of technology and social networking.

- 1 (6) Skills to enter and exit relationships safely and respectfully.
- 2 (7) Empathy and capacity to respond to and intervene and help
- 3 friends in unhealthy situations and relationships.
- 4 32234. School districts that choose to work in partnership with
- 5 parents and caregivers to provide healthy relationships and teen
- 6 dating violence prevention education programs pursuant to
- 7 subdivision (b) of Section 32230 are encouraged to address both
- 8 of the following:
- 9 (a) The importance of a parent or caregiver's influence on pupil
- 10 behavior and the value of positive role models.
- 11 (b) Suggestions for how to talk to pupils about healthy,
- 12 unhealthy, and abusive relationships.